

Litter-Quette

Target Level:
Grade 5

SOLs:
Science: 5.1
Language Arts: 5.1

Materials Needed:
Copies of scenario
cards
Paper and pencil
Collection of “Ms. Manners”
newspaper columns

Summary:

Students discuss consequences and determine appropriate “manners” for several scenarios that involve litter before making oral and written presentations.

Objectives:

Students will be able to generate and assess a graph of etiquette related data, assess consequences, and devise recommendations for appropriate behavior.

Background:

By definition, “manners” are the prevailing social conditions or customs of society. Or more simply said, manners are the polite, courteous ways people behave. “Etiquette” refers to the manners, and various forms and ceremonies, that are generally established as acceptable or required in social situations.

Practicing good manners in social situations is helpful toward an individual’s personal growth and that of society’s. Likewise, practicing good “ecological” manners or appropriate “etiquette” related to ecology can be understood to be important to the well being of individual and groups of people, plants, and animals. Good manners show respect.

Procedure:

1. Explain that you are going to check out whether the students know their “manners”. Ask the students the following two questions to confirm their base knowledge. Record their “yes” or “no” answers in a graph format on the blackboard prior to further discussions of these questions.

- a. Last night I went out for pizza with some friends. One of my friends used his or her sleeve to wipe the pizza sauce off his/her face. Was this the right thing to do?
- b. Last weekend your family went to your grandparents for dinner. After eating, your sister let out a loud burp. Was this the appropriate thing to do? Note that in some cultures this practice is considered to be a very polite indication that the food was delicious. You might also note that our culture does not feel this way, and most would agree an “excuse me” would be appropriate.

Ask the students if the graphs indicate that the majority of those contributing data are of the same or differing social cultures? Have them discuss why they think manners may be important.



2. Ask students to assess when is trash considered litter. What would the criteria be ?

Have you ever seen trash laying around on the playground (or park or roadside)?
How did it get there?
Have you ever left trash out?
Why are people likely to litter? How can you prevent litter?

3. Divide the class into groups of 2 and give each group one of the scenario cards. Give the students 10-15 minutes to discuss the situation and decide how they would act. Have the students share their decisions with the rest of the class.

Wrap Up/Assessment

1. Give each group a copy of a “Ms. Manners” column from the local paper. Have the students read the column and discuss how she gave advice. Then have each group write a Litter-Quette page for their scenario.

2. Brainstorm with the class a list of appropriate and inappropriate litter behaviors in a situation. Have the students discuss other situations where they’ve observed people littering. (Example: Students trying to throw trash in to the trash can from their seats and then not picking up the “misses”.) Assign these situations to the groups to write Litter-quette pages. The litter-quette pages can be combined to form a book or write a newspaper to be shared with other classes, the school library, the principal and the PTA.

3. Students can conduct additional research by calculating the “cost” of littering.

Scenario 1:

You and several of your friends go to the high school's football game along with your older brother and two of his friends. Your brother goes to the refreshment stand to buy all of you a hot dog and a soda. After everyone finishes eating, one of your brother's friends throws his cup under the bleachers. Should you:

- tell him that littering is bad and he shouldn't do it again
- tell him to pick it up
- tell your brother that you saw his friend litter
- report him to the teacher sitting in front of you
- other

Scenario 2:

You go with your friend's family to a picnic at the local park. After lunch, everyone leaves the paper plates and leftovers on the table and goes for a hike around the lake. When you come back, the wind has blown everything off the table onto the ground. Your friend and his family start packing up the food and extra drinks, leaving the trash on the ground. Should you:

- remind them about the things on the ground
- start picking up the litter and hope that they will help
- ask your friend to help you pick up the litter
- other

Scenario 3:

For your birthday, several friends meet at the movie theater. During the movie you all have popcorn, sodas, candy and other goodies. When the movie is over you notice that all your friends are getting up and leaving their cups, wrappers and etc. laying on the floor near their seats. Do you

- pick up your trash and hope that they follow suit
- say "hey, guys don't forget to clean up after yourselves"
- say nothing but take your trash to a trash can
- leave your trash behind so no-one will say anything to you
- other

Scenario 4:

While shopping at the mall with your family, you notice a group of your friends standing outside of the arcade. They are all eating candy bars and drinking sodas. All around them on the floor are candy wrappers and empty soda cans. Your little sister goes up to them and tells them that they are littering and need to pick up their trash. Do you

- pretend you don't know her
- back her up and ask your friends to pick up their mess
- pick up the trash for your friends
- pull your sister away and tell her to leave your friends alone
- other

Scenario 5:

You and several friends bring your lunch to school and quickly go to your favorite table to eat lunch. For the past several days, the group that has eaten lunch at your table before you has left one or two items on the table or on the floor under it. You and

your friends have picked up the trash for them. Today there is a lot of trash on the table and more under it. Do you

- continue to pick it up for the other students
- complain to your teacher
- talk to the cafeteria manager about not keeping the cafeteria clean
- write an article for the school newspaper
- talk to the students who left the mess
- other

Scenario 6:

You and several friends are spending the day at a local amusement park. When you go into the bathroom, your friends notice that other people have been throwing the paper towels on the floor instead of putting them into the trash can. One of your friends starts to throw his paper towel on the floor. Do you

- ask him to pick it up and put it in the trash can
- pick it up for him
- ignore it because other people do it
- other

Scenario 7:

You are on a two day hiking trip with your youth group. The rules of the trail say "pack it in, pack it out" meaning that you should bring your trash out with you. When you arrive at the campsite, you find that the group that camped there the night before had buried their trash instead of taking it out with them. Animals had dug up the trash and scattered it all over the campsite. You and your friends picked it up and put it with your groups trash. The next morning some of your friends want to bury the trash instead of carrying it out. Do you

- offer to carry it your self
- agree that if you bury it deeper than the other group, it will be OK
- remind them that the park rules require you to take it out
- point out that litter will harm wildlife and you should take out your trash
- other

Scenario 8:

You and your grandfather have been planning a fishing trip for a long time. Finally the day arrives and you leave early in the morning to reach the lake and find the perfect spot. At your grandfather's favorite spot, there are several lines tangled in tree branches from his earlier fishing trips. In school, you've been studying about how animals are harmed by litter and fishing lines that have been left out. Do you

- ignore the fishing line, thinking that your grandfather knows more than your teacher
- pull down the fishing line and put it in your pocket when your grandfather isn't looking
- tell your grandfather what you've learned in school and hope he will help take down the old fishing line
- other

